



## CONTINUITY OF TEACHING STUDENTS IN HIGHER EDUCATION INSTITUTIONS ON THE BASIS OF MODERN APPROACHES

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### Annotation

This article highlights the importance of teaching students in higher education using modern pedagogical technologies. Ways to improve the quality of education based on modern approaches are described.

**Keywords:** pedagogical technology, educational interest, communicative, problem-based learning, etc.

### Introduction

President of the Republic of Uzbekistan Sh. In order to fully ensure the effective solution of the tasks set out in the resolution of Mirziyoyev "On measures to further develop the system of higher education" to raise the quality and radical improvement of higher education, In order to strengthen and modernize the technical base, equip them with modern teaching and research laboratories, information and communication technologies, a comprehensive program for the development of the higher education system for 2017-2021 was approved.

This decision is another important practical step in developing the system of continuing education, providing the country's growing economy with highly qualified personnel, expanding the participation of the higher education system in addressing issues of strategic integrated development of all regions and sectors.

It is well known that young people, who are an important subject of socio-political, economic, cultural and spiritual renewal of society in the process of mobilizing development and influencing the processes taking place in life, It is important to educate.

The future of any society is determined by the level of development of its education system, which is an integral part of it and a vital necessity. [1]

Therefore, it is advisable to teach students in higher education institutions using modern pedagogical technologies.

Teaching technology, first of all, as a pedagogical technology, means a process-action spectrum. It is a technological process of development and implementation of an educational model that combines the orderly unity of methods and tools to ensure the guaranteed achievement of the expected results over a specified period of time and the implementation of real educational processes in a changing environment. secondly, it is a statement of the implementation of the project of pedagogical, as well as educational activities to achieve the set results in the implementation of the goal and in the future.

Technology allows students to self-assess the content of their learning. This is because the individual is one of the key components of the National Training Program; as well as the main subject and object of



the training system, the consumer and producer of educational services. The personality of the learner is the goal of the entire education system, which remains its authoritative subject.

Technology allows the student to choose the content of the material, to self-assess.

Any training course, as it is known, includes the following components:

- course duration (duration)
- Goals and objectives of teaching
- The content of teaching
- Establishment of a target group
- Teaching process
- Teaching methods
- Learning capacity
- Evaluation

The content of training can be expressed in the form of a graph of the integral relationship between the duration of the unit and the level of mastery. There are three levels of mastery, and they are mandatory (low), necessary (average), and goal-oriented (maximum). [2]

In particular, non-traditional methods of teaching Pedagogical technologies differ from all other methods of teaching in that they help students to get a relatively effective education by stimulating educational interest and motivation. These include accelerated learning methods, group learning methods, educational games, and more. Today, the use of pedagogical technologies has expanded and even moved to other areas. For example, training in manufacturing. Business games also develop certain qualities and skills of employees. In the field of medicine, a number of psychological trainings are also used in the treatment of some mental illnesses.

It should be noted that pedagogical and psychological technologies perform three functions.

Instrumental function. This develops certain skills and competencies in the subjects of education.

Gnostic function. In this way, the knowledge of the participants is formed and the thinking of the student and the students is developed.

Socio-psychological function. At the same time, students develop certain socio-psychological skills. For example, communication skills are developed.

Research-creative approach. The purpose of this approach is to develop the student's ability to solve a problem, to independently acquire new knowledge (experience), to find new ways of action, to take personal initiative. In this approach, the teacher guides the student's learning activities in a stimulating way, supporting the child's personal initiative. Collaborates with the child, prioritizing the student's thoughts and interests. [8]

Certain technologies are used for each function: game exercises for instrumental function, didactic technology for gnostic function, role-playing games for socio-psychological function.

We have briefly analyzed the pedagogical technologies above. We will now analyze the history of pedagogical technologies. As you know, before we think about the emergence of pedagogical technologies, we want to emphasize that their origin is directly related to problem-based learning.



Problem-based education has emerged because education is a social necessity for the development of human thinking. [3]

The following methods of teaching are divided according to the educational activity of students:

1) The method of explanatory demonstration - this method is a reproductive method, in which the activity is carried out by the teacher. Students learn and become acquainted in the process of learning. This method is one of the most common and has improved methods, which is programmed learning.

2) In the reproductive method, the student increases the activity, in which he recalls the knowledge given to the student in memory and takes the acquired knowledge as a copy.

3) Problem-based learning method - organized by the teacher, it is productive. Through this method, the student develops knowledge and skills. One way to improve this method is to create business games.

4) Partial research method - a method of teaching organized under the supervision of a teacher, which is productive in nature, in which the student is creative.

5) Research method - a method of teaching that is organized without the scientific assistance of the teacher, which requires the student's independent research, thinking and transformation of knowledge. One of the best ways to organize your learning is to play games. Business games help to model the system of relationships, to organize the characteristics of the activity. The "integrity", "systematization" and "complexity" of the process of training future educators cannot be interpreted in the same way. However, the integrity of the educational process is inextricably linked with its structure. [3]

The development of teaching and learning takes place in a cyclical process, based on experience and consists of the following stages.

- Specific experiments begin with the collection of information obtained from the student's personal experience and observations.

- Reflexive observation involves the process of searching, analyzing and thinking about the meaning and essence of the information collected.

- The concept of a model and ways of solving problems identified in the abstract concept.

- Active practice - practical experiments. [3]

The following model has its own important features, in which learning is organized in the form of a cyclical process consisting of a series of interconnected steps. The process begins with experimentation and there is never a break between stages. Cycles not only replace each other in a certain sequence, but also contradict each other. For example, abstract conceptions are opposed to concrete experiments, while reflexive observation is opposed to active experiments. In the teaching process, different educators pay more attention to this or that stage of the cycle, and Kolb and Fray refer to this as the "teaching style". According to this model, the student identifies the areas in which his experience and knowledge is insufficient, forms the problems he is facing, and identifies the means and ways to solve these problems, defines the purpose of the study. [3]

In short, we need to improve our professional skills in the implementation of continuing education, not only to monitor the knowledge and skills of learners, but also to address the challenges that may arise in the knowledge and application of knowledge, skills and competencies. we need to focus their



activities on diagnosing in order to help with our qualified actions to eliminate them in a timely manner. This role is more complex than traditional education and requires a high level of skill on our part.

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